

Standard II Element D

LEVEL 4 AND LEVEL 5 PRACTICES

The impact of implementation of the professional practices referenced above in Element D will be students who communicate freely and openly with teachers and families and/or significant adults who partner with the teacher in supporting student strengths and addressing next steps for learning.

FAMILIES AND/OR SIGNIFICANT ADULTS:

- 7 ***Collaborate with the teacher to remove obstacles to participate in classroom and/or school-based activities.***
- 8 ***Participate in classroom and/or school-based activities.***

Classroom Examples

Elementary reading, writing, and communicating: Students are working on the Colorado Academic Standard 2: Reading for All Purposes, Grade Level Expectation 1—Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text.

As a way to promote student reading comprehension, fluency, and vocabulary, the 2nd-grade teacher invites students' family members and significant adults to read with students during the independent reading block each Friday. She sends home invitations to each family explaining the opportunity to help support students' reading skills. As family members enter the classroom, they are welcomed by the teacher and introduced to their "reading partner." A selection of books and questions they can ask the student after reading is provided. ***(Establishes: A classroom environment that is inviting to families and/or significant adults and Respectful relationships with students, their families, and/or significant adults.)*** For family members who are unable to visit the classroom during the day, the teacher provides resources for them to create recordings. Family members who are bilingual are encouraged to create recordings for second-language speakers. After each reading experience with an adult, the student writes a thank-you note and shares how the experience helped her as a reader. ***(Establishes: Respectful relationships with students, their families, and/or significant adults.)***

Elementary reading, writing, and communicating: Students are working on the Colorado Academic Standard 1: Oral Expression and Listening, Grade Level Expectation 1—Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience.

At the beginning of the school year, the 5th-grade grade-level team, or department, sends a newsletter to each family outlining the units of study for the school year. Family members are encouraged to identify topics for which they have interests, artifacts, or experiences that could enhance student learning. Throughout the school year, family members and significant adults are welcomed into the classroom to share their experiences or create videos that can be shared with students. The students maintain a visitor log for their classroom that includes each visitor's name and area of interest. There is also space for each visitor to write a note to the students about their visit. ***(Establishes: A classroom environment that is inviting to families and/or significant adults and Respectful relationships with students, their families, and/or significant adults.)***

[Click here to go back to the table of contents and view the resource guide in its entirety.](#)



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Planning/Coaching Questions

- How do you best create a classroom environment that is inviting to students' families and/or significant adults?
- How do you ensure that the relationships you have with students, families, and/or significant adults are respectful?
- What methods have you used to communicate with families and/or significant adults?
- How do you coordinate the flow of information between students' families and/or significant adults and other colleagues who provide student services?
- How do you ensure families and/or significant adults are aware of services available to students and their families?
- How do you recognize and seek solutions to obstacles to family and community participation?

[Click here to go back to the table of contents and view the resource guide in its entirety.](#)



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